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AUTHOR Buford, Carmen
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ABSTRACT

A national sample of black females who entered college for the first time in the fall of 1971 as full-time freshmen was the data base for this study. A demographic profile of these students was developed and compared to a profile of white students. The findings about the black females were the following: (1) their families were poorer; (2) they had lower grade point averages upon college entrance; (3) they aspired to a higher degree; (4) they attended college primarily to obtain a better job; and (5) they required more financial aid. The second phase of the study described characteristics of the institutions attended by these females and the educational and occupational outcomes of their college experiences. An analytical assessment is made of the impact of black and women's studies upon the self-concept and occupations of the subjects. The major finding was that enrollment in black and women's studies courses proved to be predictors of positive self-concept and nontraditional job status. Appended are 21 tables displaying the study data. (VM)

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The Effect of Women's Studies and Black Studies on the Self-Concept and Careers of Black College Women

A paper presented
at the Sixty-fifth Annual Conference of the
California Educational Research Association
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Marina del Rey, California

by
Carmen Buford, Ph. D.

Director, Student Programs
Coordinator, Afro-American Studies Program
California State University, Dominguez Hills

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ABSTRACT

This paper is from a study which addressed specific issues of black female college students.

Data sources were a national sample of black females who entered college for the first time in the fall of 1971 as full-time freshmen, and a subset of this population that was followed up in 1979-80.

The first phase of the study involved developing a profile of the black female students who entered college in 1971, comparing it with the normative profile of white female freshmen of 1971.

The second phase described characteristics of the higher education institutions attended by the subjects from the follow-up as well as their educational and occupational outcomes of the subjects and gave an analytical assessment of the impact of black and women's studies upon the self-concept and occupations of the subjects.

Major findings from phase one were that black female freshmen-in-general came from poorer families; had lower grade point averages upon college entrance; aspired to a higher degree; attended college primarily to obtain a better job; and required more financial aid than did the white cohort.

Findings from phase two showed that taking black and women's studies courses proved to be predictors of positive self-concept and nontraditional job status.

Background

The specific problems that this paper addressed fall into two major categories: (a) the general characteristics of black female college students, and (b) the effects of black studies and women's studies courses upon their self-concept and career choice.

The study upon which this paper is informed was based upon the following premises:

1. The primary purpose of institutions of higher education is to serve society, principally by enhancing the learning and development of students.
2. One of the most important ways in which higher education affects this learning and development is by increasing students' self-esteem, thus improving their sense of self-worth.
3. One conception of the development of the self-concept is based upon interactions of the individual with others and the perceived reactions of those others toward the individual. According to this conception, these interactions and reactions also help to determine what type of life's work the individual will undertake; therefore, one's self-concept helps to determine one's choice of career.
4. The differences between the socialization of males and females in American society, the concomitant differences between their interactions with others and the perceived reactions of those others toward them contribute to dissimilarities in the self-concept of the two sexes, and also to their different career choices.
5. The differences between the socialization process for Blacks and non-Blacks in this country contribute to differences between Blacks' self-concept and that of others, and therefore contribute to

differences in the career choices of Blacks.

6. Because of the compounding of race and sex in the socialization of black females, there are significant differences between their self-concept and that of women from other ethnic or racial groups, from black men, and from men in general.

7. An understanding and acceptance of herself, both as a woman and as a Black, is essential if the black female is to have a positive self-concept. Such understanding and acceptance serves to free her from many of the social limitations imposed upon her and allows her to utilize more of her potential than would otherwise be possible.

Because higher education historically has been designed for the majority (white) population, relatively little attention has been paid to the particular learning and developmental needs of non-white students, and to how the college surroundings influence their personality development. This is particularly true with respect to the black student population, which is the largest group (numerically) of the minority population in college.

In the areas of goals and values, little is known about the black college student. Both the patriarchal and white-supremist nature of American society make this particularly true for the black female college student. The study which informs this paper was designed to overcome some of the limitations of prior research in this area. It was based upon a national sample of black female college students who were surveyed at 487 institutions of higher education in 1971 as they were about to begin their freshman year and who were followed up in the winter of 1979-80.

Purpose of the Study

The purpose of the study is to add to our descriptive and analytical knowledge of black females who go to college by (1) describing their characteristics and (2) assessing the effects of women's studies and/or black studies courses upon their self-concept and career choices.

We do not know:

1. Whether the black studies and women's studies offerings on college campuses improve the self-concept of the black woman who takes them, thereby helping to alleviate the educational and cultural obstacles that confront her.
2. Whether such improvement, if it does take place, has an effect upon her educational attainment, her choice of career, and her career success as reflected in salary.
3. Whether, if there is such a positive effect, it is from course offerings in black studies or in women's studies and black studies in combination; or which, if either, has the greater effect upon the development of a positive self-concept for black female college students.
4. What variables, other than black or black and women's studies courses, might have a positive effect upon the self-concept of the black female college student.

The study was designed to answer these questions.

Statement of the Problem

This study tested the following hypotheses:

1. Black female college freshmen will tend to be older, have less-educated parents, come from poorer families, and will more often be

married at the time of college entry than female freshmen-in-general.

2. Black female college freshmen will be more likely to aspire to no degree or to an associate degree and less likely to aspire to advanced or professional degrees at time of college entry than their white cohort.

3. As entering freshmen, black female college students will indicate a greater preference for majors in service-oriented, artistic and vocational fields and a lower level of interest in majors in the physical sciences, mathematics and engineering than their white cohort.

4. Black female students will tend to value life goals related to service to others more and to endorse less often life goals related to individual accomplishment, recognition and gain, though not when compared to majority females. Similarly, they will be more likely to report that they chose to attend college "in order to contribute more to my community."

5. Black female college students who take courses in black studies or black and women's studies combined will show increases in positive self-concept and will choose more nontraditional careers than those who do not take such courses.

Significance of the Study

Both black studies and women's studies have arisen as a response to the tunnel vision of traditional higher education, which has consistently excluded from its consideration the study of women and minorities. While black and women's studies have now become accepted, albeit marginally, as academic disciplines, little attention has been

given by either to the distinct experience of the black female, although, of the more than one million black students in colleges and universities, approximately 650,000 are female, and their number, as well as their actual percentage, is expected to increase with each year. Current statistics, in fact, indicate that black females are coming to colleges and universities in higher percentages than are any other members of the United States population.

This study is significant not only because it provides data permitting the researcher to replicate some of the findings and conclusions of other studies of black female students, but also because it provides information about the population of black female college students in areas where other researchers have not yet focused their attention, such as self-concept and career choice. The sample in the study is more representative of the black female college population nationally than are samples in earlier studies, which have been based upon students attending one or a few institutions and in only one geographic area, or students who have known about, qualified for, and received financial aid assistance.

Findings and conclusions of this study identify the extent to which black studies and women's studies affect black female student development, and thus have important and practical implications for black studies and women's studies programs, for the black community at large, and for feminists. There are also implications for high school personnel, for college and university administrations and faculty, and for governmental policy-makers. The fact that little empirical study has been done on the education and careers of black women in general (Gurin & Pruitt, 1978) and college students and graduates in particular, contributes to the significance of this study.

Methodology

The Sample

In the fall of 1971 the Cooperative Institutional Research Program (CIRP) surveyed 288,526 students who were entering 487 colleges and universities across the nation for the first time. All of these were full-time students. At that time, 6.3 percent of the students who completed the four-page questionnaire identified themselves as Black. In the descriptive phase of the study, all black females surveyed in 1971 for whom data were complete (N=7614) were compared with a random sample of approximately 8 percent (N=6206) of all white females who entered college for the first time in that same year.

In the 1979-80 follow-up survey, approximately 50 percent of the original sample of 22,000 Blacks were re-surveyed. There was a 20 percent response rate (A. W. Astin, 1982). Of those who replied, 838 females had attended institutions where black and/or women's studies courses were available. Data were available for 652 of these respondents. Because of the small number of respondents who had taken women's studies courses only (N=13), this group was not included in the analysis. Therefore, the population for the analysis in phase two was 639 respondents.

Procedures

The longitudinal phase of the analysis on black female college students used baseline data collected at the time of college entry, fall of 1971, through CIRP, and follow-up data from a survey sent in 1979-80 to 50 percent of all black female participants in the 1971 survey.

The baseline data was from the CIRP data collection instrument, the Student Information Form (SIF), which is a questionnaire that is revised somewhat each year to reflect the current concerns of the academic community, researchers and policymakers. The 1971 SIF included 29 items designed to elicit a wide range of biographic and demographic data, as well as data on the students' high school activities, behaviors and current attitudes. For the comparison sample, the baseline data obtained from black women were compared with a random sample of the white female freshmen surveyed in Fall 1971 in order to determine differences between the two populations.

The follow-up data was from the 1979-80 follow-up, a 41-item questionnaire designed by the staff of the Higher Education Research Institute (HERI) for use in a major national asessment of the status and progress of minorities in higher education. The SIF is the most extensive national survey of first-time college students and the 1979-80 follow-up is the most recent and comprehensive national longitudinal study of its type.

Key variables were determined as a result of an exhaustive literature search encompassing the following subjects: self-concept; black self-concept; black studies; black studies and black self-concept; women's studies and the female college student; and black female self-concept, black studies and the marketplace. Variables selected included the following:

1. Women's Studies and/or Black Studies, dichotomous variables created from responses to the women's studies and ethnic studies response category of Item 14 of the 1979-80 follow-up

questionnaire. These variables had two possible responses: "Took courses" (created from Very Satisfied, Somewhat Satisfied, Not Satisfied) and "Did not take courses" (created from Available, But I Did Not Take/Use and Not Available). Although black studies is not listed separately from ethnic studies on the questionnaire, the researcher felt that it was safe to assume that virtually all female identifying themselves as black and who stated that they had taken ethnic studies were referring to black studies courses.

3. Self-esteem, a continuous variable created from responses to selected portions of Item 22 (self ratings) of the 1971 SIF. The portions used, "Self-confidence (Intellectual), Self-confidence (social)," and "Public speaking ability," had been determined by a factor analysis of the item as most indicative of overall self-confidence, which the researcher defined as self-esteem (Table 1).

4. Leadership, a continuous variable created from responses to selected portions of Item 22 of the 1971 SIF. The portions used, "Leadership ability, Public speaking ability," and "Drive to achieve" had been determined by a factor analysis of the item as most indicative of leadership ability (Table 2).

5. Current (or Most Recent) Occupation or Job, created by recoding (in terms of nontraditional, traditional and neutral occupations based upon percentage of females employed) from the 46 possible responses to Item 24 of the 1979-80 follow-up questionnaire. Occupational categories in which two-thirds or more of all employees were female were considered traditional female occupations. Categories in which one-third or less of all employees were female were considered to be neutral (Table 3).

Occupational data were based upon federal statistics on occupations, listed by race and sex (Bureau of Labor Statistics, 1980).

Analysis

The analysis proceeded in two phases. In phase one, a descriptive profile encompassing the overall category of black female college student respondents was completed. Frequency tabulations and factor analyses for the entire sample of black female college students were run using the 1971 baseline data, making comparisons on over 180 variables, which were grouped into the following subcategories: (1) student background characteristics (Tables 4-6); (2) attitudes, beliefs and personal values (Tables 7-8); (3) educational background and plans prior to enrollment in college (Tables 9-11); (4) reasons for going to college (Table 12); and (5) college and career plans (Tables 13-17). These tabulations and analyses were used to develop the descriptive profile of black female college freshmen which was compared with the profile of the white female cohort. These comparisons indicated areas where black female freshmen appeared to differ from the white cohort; suggested areas which were more closely examined or variables that were included or excluded from subsequent analyses; and showed response distributions for various items and variables, allowing the researcher to recode or create variables which made meaningful distinctions among respondents.

The second phase consisted of two parts. A three-way descriptive cross-tabulation analysis (Tables 18-19), reflecting

responses to the 1979-80 follow-up data, was used to provide a picture of the characteristics of the higher education institutions attended by and the educational and occupational outcomes of the respondents, and to develop differences among subgroups within the black female respondent population. These subgroups were: (a) black women who took black studies courses; (b) black women who took both black and women's studies courses; (c) black women who took neither black nor women's studies courses.

In order to identify the best explanatory variables of black college women's changes in self-concept and nontraditional occupational status, three stepwise multiple regression procedures were carried out on the entire longitudinal sample of black women. A stepwise regression analysis assessed the impact of black studies and black and women's studies combined upon two aspects of the self-concept (self-esteem and leadership, Tables 20-21) and upon the nontraditional career status of the respondents (Table 22), after controlling for key variables such as personal and educational characteristics. Dependent variables were self-esteem, leadership, and type of job (traditionally female versus nontraditionally female).

Results - Principal Findings

Major findings from phase one were that black female freshmen came from poorer families where the father was unskilled or semi-skilled; had lower grade point averages upon college entrance, aspired to a higher degree (master's or better); attended college primarily to obtain a better job; and, in spite of being supported mainly by their parents, required more

financial aid than did the white female cohort. Results of phase two showed that, after controlling for background characteristics, institutional variables, and college educational and extra curricular experiences, taking black and women's studies courses proved to be predictors of positive self-concept and nontraditional job status.

Discussion

In looking at phase one of the analysis, it becomes evident that the freshman profile of the black female is substantially different from that of her white sister. In addition to the principle findings from phase one mentioned previously, black respondents entered college both earlier and later than did their white sisters, were twice as likely to be married at time of entrance, and their mothers were more likely to be employed.

There were also differences in the self-ratings of black and white respondents. Black women were somewhat more materialistic, desiring to be well off financially and successful in their own businesses, and exhibited a greater desire to achieve. They tended to value success more and to be more politically conservative, except in matters regarding civil rights or issues of concern to the disadvantaged. They were less likely to smoke or drink, were more intellectually self-confident and had more ambitious goals than their white sisters. In spite of their great drive for success, however, black respondents still wanted to make contributions to their community.

In looking at phase two, it became obvious that not all black females chose to take black and women's studies courses in college. In order to look at some of the differences between those who chose to participate in the specialized curricula and those who did not choose to do so, crosstabulations were conducted. The analysis indicated that there was a difference in the characteristics of the higher education institutions attended and the educational and occupational outcomes of those who chose to take women's studies and/or black studies courses.

Most of the respondents to the follow-up survey attended less-selective public, white, four-year institutions. Respondents who took black studies courses only had a greater likelihood of having attended a black college, a four-year college, an institution in the south or the midwest, and an institution that had a low-selectivity index.

Conversely, those who took both black and women's studies were more likely to have attended a university, an institution with a higher selectivity index, and an institution located in the east or the west. This was the biggest difference between respondents who took black studies and respondents who took both black and women's studies courses.

Most of the respondents in 1980 had at least a bachelor's degree and were working toward a master's degree or greater. Most were in the upper half with respect to grade point average. Those who had taken black studies courses had a greater likelihood of being located throughout the educational spectrum with respect to degree held (from vocational certificate to master's degree) and of working toward an advanced or

professional degree. Conversely, students who had taken both black and women's studies had a greater likelihood of either having obtained the bachelor's degree only or of working toward that degree. The grade point averages of respondents support these facts. While respondents who took black studies courses had a greater likelihood of having below-average or above-average grades, respondents who took black and women's studies had a greater likelihood of having average grades.

The majority of all respondents were employed full time. Respondents who were employed only part time were also more likely to have taken black studies only than were other respondents. This phenomenon could be an artifact of those respondents' pursuing graduate study, as discussed above.

The fact that only two percent of all respondents elected to take women's studies without also taking black studies, while 40% took the combination of courses, attests to the fact that, for black women, issues of race are as important as issues of sex.

In the regression analysis, the three regressions that were run, on self-esteem and leadership (two aspects of the self-concept), and nontraditional job status, showed that black and women's studies courses definitely do make a difference in the lives of black women who take them, particularly when the studies are taken in combination.

Taking black and women's studies in combination entered the regression equation each time as a positive predictor. Taking black studies only, while it entered only two of the three analyses, entered as the third most important predictor variable

(out of 11) when looking at factors affecting being employed in a nontraditional job in 1980. It was more important than parental background, having completed the bachelor's degree by 1980, early scores on aspects of the self-concept, belonging to a scholastic honor society while in college, or attending a university or private institution, all of which are traditionally seen as general indicators of later career success. Only "Probable nontraditional career in 1971 and Father's education had higher Beta values. Taking black and women's studies in combination entered the same analysis as the fifth most important predictor.

Conclusions

Black females constitute approximately six percent of the population of the United States. Upon reaching adulthood a majority of them become regular members of the labor force, contributing much to the economy of the country. Increased study of all black women, particularly those in the labor force, is important for the well-being of the nation, and should be an important agenda item for social scientists.

Before entering the world of work a number of black women pursue college educations. Phase one of the study showed that they come from backgrounds very different from those of their white sisters. Although the data from this phase of the study were gathered in 1971, recent statistics regarding the increasing gap between black and white socioeconomic status in this country attests to the fact that much of the situation has not changed. In some areas, in fact, it has gotten worse.

There were also differences in the attitudes, beliefs and personal values of black female freshmen as compared to their white sisters, as well as differences in their academic preparation, high school accomplishments, reasons for going to college, anticipated majors and careers they planned to pursue. There were many complex and difficult educational and cultural barriers between them and their ultimate educational aspirations and career goals. It was for this reason that phase two of the study was conducted: to look at the role of black and women's studies in mitigating these barriers.

As shown in Principle Findings, taking black or black and women's studies in combination does help to mitigate these educational and cultural barriers, providing important motivational forces that can culminate in high status, lucrative careers, and increasing positive self-concept. In the culturally complex, highly technological information society in which we live, an informed, literate population with a positive self-concept is an essential ingredient. In light of this, governments, school districts, school boards, colleges and universities should reassess the implications of cutting black and women's studies programs, and, indeed, should increase the numbers and budgets of such programs. The private sector, which greatly benefits from the work of these women, should assist in funding black and women's studies programs, as such programs, in addition to increasing their liberal education, help motivate black women into the professional and high-tech careers from which the corporate world chooses its employees.

Black and women's studies programs should make sure that their coursework includes studies of black women. For black women, issues

of sex and issues of race are equally important, and black female students,in large numbers, are interested in learning the history, psychology and sociology of black women, and the contributions that have made to this country.

Black females, like persons from other nonwhite subcultures within this country, experience years of systematic degradation, particularly during their school years (Kozol, 1967; Rosenthal, 1968). As a result, they often develop unhealthy intellectual and social patterns which become gradually incorporated into their self-concept (Haughey, 1982). Ignoring the study of black women can doom yet another generation of black females to the bottom of the social hierarchy of this country.

There is also a need to study more recent populations, and other women of color as well. Anything that will increase the educational and employment parity of these women should merit serious consideration on the part of the decision-makers of our country. The payoff that such consideration will have for American society in general cannot be overestimated.

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LEADERSHIP ABILITY

Table 1

Factor Analysis of Self-ratings on Personal Traits - Black Women

Social self-esteem (24.8)	Self-confidence (24.4)	Leadership (21.7)	Academic self-esteem (16.7)	Intellectual self-esteem (12.4)
Popularity .73	Self-confidence (intellectual) .73	Leadership ability .83	Academic ability .67	Writing ability .62
Popularity with the opposite Sex .72	Self-confidence (social) .68	Public speaking ability .61	Mathematical ability .51	Academic ability .39
Self-confidence (social) .35	Public speaking ability .34	Drive to achieve .33		

Note. The question, Item 23 of the 1971 SIF, was, "Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself." Responses were coded as follows: 1=Lowest 10 percent; 2=Below average; 3=Average; 4=Above average; 5=Top 10 percent. There were 10 traits that were used. There were 21 variables in the complete set. Eleven were eliminated because they were not included in the 1979-80 follow-up questionnaire. All 10 items loaded on one of the five factors with a minimum .30 weight. Principal factoring with iteration and Varimax orthogonal rotation were utilized (SASS - Statistical Analysis for the Social Sciences). Figures in parentheses refer to percent of variance attributable to the factor.

CURRENT (OR MOST RECENT) OCCUPATION OR JOB

Table 2

Traditional, Nontraditional and Neutral Careers

Collapsed occupational choice	Occupation response alternatives
Nontraditional occupational type[a]	
Business professional	Accountant; business executive; business owner; sales representative
Clergy	Minister; other clergy
Doctor	Dentist; optometrist; pharmacist; physician; veterinarian
Engineer	Engineer
Farmer	Farmer
Lawyer	Lawyer
Law enforcement/service	Law enforcement; military career
Skilled trades	skilled trades
Other nontraditional	Architect; computer programmer; conservationist; college teacher; interior decorator
Traditional occupational type[b]	
Elementary teacher	Elementary teacher
Health professional	Dietician; lab technician nurse; therapist
Clerical	Clerical
Homemaker	Homemaker
Neutral occupational type[c]	
Artist	Actor; artist; musician; writer
Educator	School counselor; school principal; high school teacher
Clinical psychologist	Clinical psychologist
Other professional	Foreign service worker; interpreter; scientific researcher; social worker;[d] statistician
Semiskilled worker	Semiskilled worker
Unskilled worker	Laborer
Other employment	All other occupational categories
Unemployed	Unemployed

Note. Data based upon information from Bureau of Labor Statistics (1980). Employment and earnings: January 1980. Vol. 27, No. 1 (pp. 174-175). Washington, DC: U.S. Department of Labor.

[a] Nontraditional occupational type - less than 33% female employment in occupation

[b] Traditional occupational type - more than 67% female employment in occupation

[c] Neutral occupational type - between 33% and 67% female employment in occupation

[d] Large number of black workers probably prevent this occupation from being traditional (84.7% female employment in occupation)

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STUDENT BACKGROUND CHARACTERISTICS

Table 3

Distribution of Responses by Age and Marital Status[1]

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Age		
17 or less	8.2	3.5
18	68.4	75.8
19	16.5	12.8
20 and older	14.9	8.7
Marital status		
Married	6.2	3.4
Unmarried	93.8	96.6

[1] Percentages may not add up to 100 because of rounding errors.

Table 4

Distribution of Responses by Family Income and Parental Education

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Family income in 1978		
Less than $4,000	27.7	4.8
4,000-5,999	20.8	5.5
6,000-7,999	16.1	9.6
8,000-9,999	11.0	11.3
10,000-12,499	9.1	18.8
12,500-14,999	6.0	13.9
15,000-19,999	4.7	16.6
20,000-24,999	2.3	8.9
25,000-29,999	0.9	4.5
30,000-34,999	0.7	2.6
35,000-39,999	0.2	1.3
40,000 or more	0.5	3.6
Father's education		
Grammar school or less	23.7	7.0
Some high school	29.8	14.3
High school graduate	25.2	30.0
Some college	10.7	17.6
College degree	6.7	21.0
Postgraduate degree	3.9	10.2
Mother's education		
Grammar school or less	11.8	4.4
Some high school	31.2	12.3
High school graduate	31.9	42.5
Some college	13.5	28.9
College degree	8.8	16.4
Postgraduate degree	3.5	3.6

Table 5

Distribution of Responses by Parental Occupations

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Father's occupation		
Artist (including performer)	0.6	1.0
Business professional	6.9	12.1
Clergyman	2.1	0.8
College teacher	0.5	0.9
Doctor (MD or DDS)	0.7	2.1
Educator (secondary)	2.7	2.1
Elementary teacher	0.6	0.4
Engineer	1.9	0.2
Farmer or forester	5.3	7.0
Health professional	1.1	1.1
Lawyer	0.2	1.2
Research scientist	0.2	0.7
Serviceman	2.3	1.6
Skilled worker	12.6	19.8
Semiskilled worker	15.4	6.1
Unskilled worker	16.4	2.8
Unemployed	5.3	1.2
Other	24.9	28.2
Mother's occupation		
Artist (including performer)	0.2	1.1
Business professional	2.5	4.8
Clergywoman	0.1	0.0
Clerical	4.5	18.8
College teacher	0.4	0.3
Doctor (MD or DDS)	0.1	0.0
Educator (secondary)	2.5	2.3
Elementary teacher	6.1	4.5
Engineer	0.0	0.1
Farmer or forester	0.1	0.0
Homemaker	38.9	53.0
Lawyer	0.0	0.1
Nurse	6.7	4.2
Other health professional	1.7	0.6
Research scientist	0.0	0.1
Servicewoman	0.0	0.1
Social worker	1.4	0.7
Skilled worker	2.4	1.0
Semiskilled worker	6.6	2.6
Unskilled worker	4.7	1.0
Unemployed	5.3	2.4
Other	15.6	12.1

Note. Uncollapsed categories for father's and mother's education are listed in detail in Appendices E and F.

ATTITUDES, BELIEFS AND PERSONAL VALUES

Table 6

Distribution of Responses by Self Ratings

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Understanding of others	64.1	66.8
Cheerfulness	61.3	55.4
Drive to achieve	61.3	52.8
Social self-confidence	33.4	23.6
Intellectual self-confidence	33.1	38.3
Popularity with the opposite sex	32.1	24.3
Popularity	31.5	25.6
Leadership ability	31.4	29.8
Originality	31.0	33.8
Writing ability	28.8	29.3
Defensiveness	28.6	26.3
Academic ability	27.9	54.2
Stubbornness	27.8	38.4
Public speaking ability	19.9	16.6
Sensitivity to criticism	19.1	28.7
Athletic ability	18.7	24.9
Political liberalism	17.4	19.7
Mathematical ability	13.2	26.6
Artistic ability	10.6	21.1
Mechanical ability	4.6	9.4
Political conservatism	3.9	7.1

Note. Percentages are of those who rated themselves at least above average.

Table 7

Distribution of Responses by Life Goals

(in percentages)

Goal	Race	
	Black (N=7614)	White (N=6286)
Personal and altruistic needs		
Help others in difficulty	76.3	72.4
Develop a meaningful philosophy	67.1	75.4
Raise a family	55.7	66.8
Have friends of different backgrounds	54.7	64.6
Have an active social life	49.1	53.2
Get married within five years	36.6	37.9
Never be obligated to people	29.7	19.1
Status and recognition needs		
Be authority in own field	69.8	52.8
Be very well off financially	47.6	27.4
Get recognition from colleagues	47.8	31.1
Be accomplished in performing arts	15.8	14.2
Write original works	14.2	14.9
Create artistic work	12.8	21.2
Make theoretical contributions to science	9.1	5.1
Business and administrative orientation		
Be successful in own business	42.5	28.1
Have administrative responsibility	27.1	12.3
Be expert in finance or commerce	17.5	5.8
Political and social involvement		
Participate in community action	39.4	27.9
Influence social values	36.4	38.4
Keep up to date with politics	36.1	41.7
Help clean up environment	35.8	42.4
Become a community leader	21.9	9.8
Participate in Peace Corps or Vista	17.7	22.6
Influence political structure	16.6	9.8

Note. Very important and essential are collapsed.

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EDUCATIONAL BACKGROUND AND PLANS PRIOR TO ENROLLMENT IN COLLEGE

Table 8

Distribution of Responses by High School Activities

(in percentages)

Activity/behavior	Race	
	Black (N=7614)	White (N=6286)
Voted in student election	64.8	66.3
Attended religious service	58.2	57.9
Checked out book from library	51.4	51.5
Discussed future with parents	46.1	46.3
Studied in library	42.3	36.7
Read about civil rights	40.8	16.8
Typed homework assignment	33.4	38.9
Asked teacher for advice	32.5	23.1
Discussed sports	28.8	26.4
Discussed religion	23.7	33.2
Did extra reading for course	22.7	16.5
Read poetry for self	21.5	25.3
Took vitamins	18.6	25.1
Read about student rights	18.8	11.1
Played a musical instrument	15.6	23.5
Discussed politics	14.3	18.7
Worked in school campaign	11.5	8.1
Had vocational counseling	10.8	5.6
Demonstrated about high school administration	9.6	4.3
Smoked cigarettes	9.3	13.3
Stayed up all night	8.3	6.3
Demonstrated about racial policy	8.2	1.7
Tutored another student	8.0	7.8
Visited museum/art gallery	7.2	18.9
Missed school from illness	5.3	4.4
Came late to class	4.4	3.3
Drank beer	4.1	7.7
Arranged date for another student	3.9	4.4
Argued with teacher in class	3.1	5.2
Didn't complete homework	3.0	3.4
Worked in political campaign	3.0	2.7
Played chess	1.9	1.0
Overslept, missed class or appointment	1.6	.8
Demonstrated about military policy	1.6	1.6
Took tranquilizing pill	.7	1.2
Took sleeping pills	.5	.3

Table 9

Distribution of Responses by High School Grades and Rank

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Average grade		
A or A+	2.3	7.8
A-	6.3	12.4
B+	16.9	22.2
B	28.0	27.8
B-	15.6	13.6
C+	10.3	11.0
C	12.0	5.0
D	8.6	0.2
High school rank		
Top quarter	31.7	59.9
2nd quarter	33.2	28.0
3rd quarter	29.8	10.7
4th quarter	5.8	2.4

Table 10

Distribution of Responses by High School Accomplishments

(in percentages)

Accomplishment	Race	
	Black (N=7614)	White (N=6286)
Was a member of a scholastic honor society	23.5	32.3
Was elected president of one or more student organizations	22.3	17.4
Had a major part in a play	20.0	14.3
Had poems, stories, essays or articles published	14.5	17.6
Won a varsity letter	13.2	15.9
Edited the school paper, yearbook or literary magazine	13.0	15.4
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	10.0	0.1
Received a high rating in a state or regional music contest	9.6	12.4
Participated in a state or regional speech or debate contest	6.3	6.7
Won a prize or award in an art competition	5.1	6.2
Placed in a state or regional science contest	3.1	1.0
Participated in a National Science Foundation summer program	1.6	0.4

REASONS FOR GOING TO COLLEGE

Table 11

Distribution of Responses by Reasons for College

(in percentages)

Reason	Race	
	Black (N=7614)	White (N=6286)
Get a better job	86.3	68.3
Learn new and interesting things	75.1	73.7
Get general education	70.7	66.4
Make more money	64.7	39.9
Prepare for graduate school	58.6	27.7
Become more cultured	58.4	32.3
Meet new and interesting people	48.1	55.8
Improve study skills	45.9	19.8
Contribute to community	42.3	32.3
Parents	37.9	22.8
Nothing better to do	3.9	2.2

Note 1. Percentages are based upon respondents who stated the item was Very important.

COLLEGE AND CAREER PLANS

Table 12

Distribution of Responses by Degree Aspirations

(in percentages)

Degree	Race	
	Black (N=7614)	White (N=6286)
None	7.3	5.8
Associate (AA or equivalent)	7.1	12.9
Bachelor's degree (BA, BS, etc.)	27.9	43.3
Master's degree (MA, MS, etc.)	18.8	25.4
PhD or EdD	12.2	5.8
MD, DO, DDS or DVM	2.9	2.6
LLB or JD	2.2	1.1
BD (Divinity)	0.2	0.8
Other	2.2	3.9

COLLEGE AND CAREER PLANS

Table 13

Distribution of Responses by Probable Major Field of Study

(in percentages)

Field	Race	
	Black (N=7614)	White (N=6286)
Agriculture	0.1	0.7
Biological sciences	1.9	2.2
Business	12.6	11.7
Education	13.4	16.6
Engineering	0.5	0.1
English	3.2	3.4
Health professions	17.9	17.4
History and political science	3.9	3.1
Humanities (other)	1.8	3.9
Fine arts	7.4	9.7
Mathematics and statistics	2.2	2.9
Physical sciences	0.8	0.8
Preprofessional	5.0	4.0
Social sciences	16.8	12.4
Other fields (technical)	2.4	3.1
Other fields (nontechnical)	3.3	4.6
Undecided	1.3	2.1

Note. Detailed fields for collapsed categories listed here are indicated in Appendix G.

Table 14

Distribution of Responses by Student's Probable Occupation

(in percentages)

Career	Race	
	Black (N=7614)	White (N=6286)
Artist (including performer)	6.1	5.9
Business professional	8.4	4.5
Clergy	0.9	0.1
Clerical	6.4	5.6
College teacher	1.7	0.6
Doctor (MD or DDS)	3.3	1.8
Educator (secondary)	9.5	10.9
Elementary teacher	11.2	14.4
Engineer	0.5	0.3
Farmer or forester	0.1	0.6
Homemaker	0.4	1.0
Lawyer	3.0	1.3
Military	0.0	0.1
Nurse	11.5	9.3
Other health professional	6.1	9.1
Research scientist	1.1	1.3
Skilled trades	0.4	0.4
Social worker	9.5	5.2
Other choice	13.5	12.9
Undecided	8.1	14.0

Note. Detailed fields collapsed and listed here are indicated in Appendix H.

Table 15

Distribution of Responses by College Distance

(in percentages)

Distance in miles	Race	
	Black (N=7614)	White (N=6286)
5 or less	28.2	11.6
6-10	14.2	10.3
11-50	21.8	27.3
51-100	12.3	19.5
101-500	22.3	29.1
More than 500	9.3	6.2

Table 16

Distribution of Responses by Financial Aid Need

(in percentages)

Characteristic	Race	
	Black (N=7614)	White (N=6286)
Concern about financing college		
Major concern	26.6	9.2
Some concern	55.2	56.2
No concern	18.2	34.6
Source of funds for college		
Parental or family aid or gifts[a]	72.5	86.9
Part-time or summer work	64.1	73.4
Scholarships and grants	68.1	36.4
NDEA loans, federally insured loans or college loans	49.8	23.2
Other repayable loans	27.6	13.1
Savings from full-time employment	23.2	16.6
Federal benefits from military service (parent's or own G.I. benefits)[b]	8.4	5.3

[a] Combined percentages for major and minor source of funds.

[b] Parent's Federal benefits and student's G.I. benefits were combined.

CROSS-TABULATION ANALYSIS

Table 17

Characteristics of Higher Education Institutions Attended

(in percentages)

Item	Total	Took neither ethnic nor women's studies	Took ethnic studies only	Took ethnic and women's studies
	N=639	N=287	N=177	N=255
Control				
Public	62.8	66.7	60.7	61.1
Private	38.8	33.3	39.3	38.9
Race				
White	74.5	77.5	69.9	75.8
Predominantly black	25.5	22.5	30.1	25.8
Type				
University	18.5	14.3	15.7	24.2
4-year college	57.9	56.2	63.8	53.9
2-year college	23.6	29.5	20.6	21.7
Selectivity[a]				
0-849	49.6	56.1	48.8	47.3
850-924	13.3	12.3	15.8	11.5
925-999	11.1	11.7	13.7	9.1
1000-1074	10.2	10.8	9.6	9.3
1075+	15.6	9.8	13.1	22.7
Geographic region[b]				
East	24.7	18.9	25.6	27.4
Midwest	24.9	28.9	27.1	20.8
South	44.5	46.4	43.9	43.9
West	5.9	5.9	3.4	8.0

[a] The selectivity measure represents the average combined (math and verbal) SAT scores of entering students.

[b] A complete listing of states making up each of the regions will be found in Appendix I.

Table 18

Educational and Occupational Outcomes

(in percentages)

Item	Total	Took neither ethnic nor women's studies	Took ethnic studies only	Took ethnic and women's studies
	N=639	N=287	N=177	N=255
Degree held in 1988				
High school diploma	14.1	18.9	9.9	13.7
Vocational certificate	4.9	7.4	6.3	1.7
Associate	12.4	16.6	9.3	11.2
Bachelor's and above	68.6	67.4	74.5	73.4
Degree working towards				
Vocational certificate	2.8	3.6	1.5	1.1
Associate	6.7	8.7	4.8	6.7
Employed part time	6.6	7.4	7.6	5.5
Employed full time	84.8	79.5	85.5	86.5
Bachelor's	31.1	36.4	24.8	32.6
Master's and above[b]	62.1	51.3	68.9	59.6
Undergraduate grades				
D or less	1.4	2.2	0.3	2.8
D+, C-	2.6	1.6	5.9	1.2
C	14.6	15.1	11.7	16.6
C+, B-	39.8	40.3	36.8	39.6
B, B+	36.1	34.6	37.6	34.6
A- or more	6.3	5.8	7.9	5.9
Employment status				
Unemployed-not looking	1.6	1.6	1.2	4.2
Unemployed-looking	5.8	3.5	1.7	4.2

[a] Includes bachelor's, master's, doctorate, advanced professional

[b] Includes master's, doctorate, advanced professional.

SELF-ESTEEM AND LEADERSHIP

Table [illegible]

Factors Affecting 1980 Self-esteem Scores of 1979-80 Respondents

R^2 (R = .38)

Independent variables	Zero order correlation	Beta value	Final F ratio
Personal			
1971 self-esteem score	.49	.42845	1321.083
1971 parental income	.10	.03654	7.619
Educational			
Major field - health professions	.03	.14791	111.987
Served on university or department committee	.21	.09755	56.583
Average undergraduate grade	.22	.10345	52.845
Dropped out of college for a time	-.22	-.10488	49.693
Major field - preprofessional	.12	.06189	43.169
Knew professor or administrator	.21	.07079	27.862
Major field - agriculture	.01	.05243	14.867
Major field - mathematics/statistics	.06	.04797	14.456
Major field - social sciences	.10	.04528	10.269
Belonged to scholastic honor society	.11	.04147	9.896
Major field - engineering	.01	.03457	7.655
Institutional			
Attended black college	.01	-.07636	30.702
Attended 2-year college	-.20	-.09463	28.445
Attended 4-year college	.11	.05769	10.642
Took ethnic and women's studies	.04	.05716	14.008
Took ethnic studies	.05	.03585	5.886

NONTRADITIONAL CAREER STATUS

Table [illegible]

Factors Affecting Being Employed in a Nontraditional Occupation in 1980

R^2 (R = .21)

Independent variable	Zero order correlation	Beta value	Final F ratio
Personal			
Father's education	.10	.14491	55.364
1971 leadership score	.09	-.06621	7.979
Probable nontraditional career in 1971	.33	.25909	348.289
Educational			
Served on university or department committee	.24	.12810	64.315
Belonged to scholastic honor society	.11	.06615	20.530
Received BA by 1980	.24	.06854	11.985
Institutional			
Attended university	.15	.06242	17.555
Attended 2-year college	-.25	-.06022	17.255
Attended private institution	.20	.05738	11.237
Took ethnic studies	.10	.12988	61.713
Took ethnic and women's studies	.05	.09168	29.111

Note: A listing of traditional, nontraditional and neutral careers will be found in Appendix D.

Table [illegible]

Factors Affecting 1980 Leadership Scores of 1979-80 Respondents

R^2 (R = .38)

Independent variables	Zero order correlation	Beta value	Final F ratio
Personal			
1971 leadership score	.51	.45474	1190.607
1971 parental income	.12	.05928	16.751
Educational			
Attended college part time	-.20	-.13538	74.010
Average undergraduate grade	.26	.10416	61.015
Knew professor or administrator	.24	.09841	45.611
Major field - fine arts	.07	.07777	36.090
Won varsity letter	-.06	-0.7179	34.279
Served on university or department committee	.20	.07764	33.284
Major field - other nontechnical	-.03	-.05993	21.582
Major field - preprofessional	.12	.05957	22.856
Major field - health professions	-.04	.06361	22.129
Major field - engineering	.06	.06127	11.171
Major field - other technical	.01	.03971	10.252
Major field - social sciences	.10	.04082	8.775
Major field - physical sciences	-.01	.01572	8.359
Institutional			
Attended 2-year college	-.22	-.09471	21.116
Attended white college	-.01	.05623	10.995
Took ethnic and women's studies	.05	.01704	8.741